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ABSTRACT

This monograph describes a program developed to meet the needs of adult women continuing their education and planning careers. Experience CUE (C=career; U=you, the woman in the middle; E=education) was designed for women who are moving into a role change and need assistance in planning for it. The monograph describes in detail the group counseling sessions, held weekly for eight consecutive weeks in two-hour blocks with 12 women per group. In addition, there is an extensive bibliography and a literature review. (PFS)

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ED150479

A CAREER PLANNING PROGRAM FOR WOMEN: THE EXPERIENCE CUE

C = Career

U = You, the woman in the middle

E = Education

by

Mary N. Khosh

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Mary N. Khosh

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Edited and with an Introduction
by
Garry R. Walz and Libby Benjamin

ERIC Counseling and Personnel Services Information Center

CG012138

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FOREWORD

Last year we were pleased when Jane McCormick, then President-Elect of NAWDAC, accepted our invitation to serve on the Advisory Commission of the ERIC Counseling and Personnel Services Information Center (ERIC/CAPS) at The University of Michigan. From the zesty discussions that took place at that meeting, and from a previous, highly successful joint publication effort with the American School Counselor Association, the idea for a CAPS-NAWDAC collaboration was born. Follow-up communications served to heighten our interest, and Jane advised us that NAWDAC was as excited as we about the proposed venture. We then turned the dream into reality by including it in our work proposal for 1977.

Together, Jane and we decided to focus our efforts on something special for women. Our next step was to identify what we thought were exemplary, highly useful programs designed by women for women. We searched the ERIC system and conferred with our professional friends and came up with two very special programs that met our criteria. The authors agreed to write for us; and the whole procedure, from the first phone call and the signing of contracts to the final mutual approval of the manuscripts, was carried through almost without a hitch. Two very fine monographs are the result: A Career Planning Program for Women: The Experience CUE, by Mary Khosh and John Grimm; and A Program for Optimizing Women's Leadership Skills (OWLS), by a group of writers from Penn State under the senior authorship of Louise Sandmeyer.

Of the large numbers of career planning programs now available to

women in institutions of higher education, The Experience Cue captured our particular interest, not only because it incorporates concepts soundly based on research studies of the needs and developmental stages of women but also because it possesses characteristics that we believe are vital for an effective program: limited group size; an intermix of theory and experience; relevance to current needs and issues; practices in skill-building; a sequential, developmental design; and provision for evaluation and follow-up. Add to these attributes the fact that the program is easily transportable and can be used in different types of settings, requiring only a group of motivated women and a facilitator trained in small group process, and you can see why The Experience CUE so aptly suited our purposes.

Dr. Khosh describes each of the eight sessions in detail and has included most of the resources required to implement the program, clearly outlining others that are readily available in most counseling libraries. The Appendix details demographic data about the over 300 women that have participated in The Experience CUE, together with samples of their written reactions to the program. We believe that the manuscript as a whole provides an immediately usable and useful resource for persons in the helping services who wish to assist women to respond effectively to and gear up for their changing roles.

We would like to add a further note. When the designer of a program has tested the materials and witnessed the outcomes, has revised, adapted, and refined the resources, and has invested her self in the developmental

ABOUT THE AUTHORS

Mary Khosh is Associate Director of the Counseling and Advising Center at Baldwin-Wallace College, Berea, Ohio, and a licensed psychologist. She received her Ph.D. in Guidance and Counseling and Higher Education Administration from Kent State University. At the present time, among her other responsibilities, she leads career planning group seminars for women on the B-W campus. Dr. Khosh has presented papers at several American Personnel and Guidance Association conventions, as well as at conventions for the National Association of Women Deans, Administrators, and Counselors. She has also led seminars on assertive training, career planning, mid-life career planning, and organizational development.

Dr. John Grimm is Director of the Counseling and Advising Center and an assistant professor of education at Baldwin-Wallace College. He has given workshops and training programs for the American Personnel and Guidance Association and has presented several papers at their conventions. Dr. Grimm has developed a group career planning model that is currently being utilized at several colleges.

ABOUT THIS MONOGRAPH

A career planning program for adult women is described in detail, including a session-by-session outline of the format. The program takes place in eight sessions of two hours each and is designed for groups of eight to ten women.

An extensive review of the literature was undertaken in preparation for the program's development, and salient findings from the review are presented. Also included is a comprehensive bibliography of materials and resources which provide justification of the need for an organized career planning program for women.

A special feature of this paper is a short chapter on the use of a female and a male counselor in programs for women only, an experimental approach used by the author and a colleague.

This program has been in existence at Baldwin-Wallace College in Berea, Ohio, since 1974, and has served over 300 women.

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A CAREER PLANNING PROGRAM FOR WOMEN: THE EXPERIENCE CUE

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A CAREER PLANNING PROGRAM FOR WOMEN:

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INTRODUCTION

Now, as never before in our history, women are seeking their own identity and fulfillment as individuals. This is a women's movement of a different type, without the publicity or the commotion of the first women's liberation movement.

According to the United States Bureau of the Census, 800,000 adults 35 years of age and over were enrolled in college, either as undergraduate or graduate students, in October 1972. Over half (53%) were women, most of whom were going to college part-time (U.S. Fact Book, 1972). This represents an increase of nearly 100% from the 215,000 adult women enrolled in 1969.

While a few colleges and universities, as long ago as the early sixties, saw the potential of the mature women's college movement and took steps to accommodate it, the vast majority of institutions made no preparation. Now, however, there is a proliferation of special centers and programs. In 1971, the last year for which figures were available, the Women's Bureau of the United States Department of Labor (USDL, 1971) listed 375 institutions nationwide with special programs or services for

adult women, with the note that its list was "not inclusive." A listing in the Chronicle of Higher Education in December 1974 estimated the number of programs for women in colleges and universities at closer to 500, which marked an 80% increase in programs since 1968 (Watkins).

As more programs arise to meet the needs of more women, it is vitally important that these programs do not grow haphazardly, that they be planned in accordance with sound theory which takes into account the developmental stages of a woman's life. Such planning necessitates applied research in the personality characteristics, interests, values, and life styles of women who resume their formal education. Most of the women who return to school view their return as a very serious step. They have distinctive needs on both psychological and practical levels; meeting these needs requires a special effort on the part of colleges that have been geared to the traditional student who arrives directly from high school with other types of concerns. It is important for counselors, student personnel workers, and administrators to understand the needs of these women and to develop programs, activities, and reforms to meet these needs. For women headed back to the work world, career counseling and guidance is as essential as the additional education they seek.

CHAPTER I. THE NEED FOR EXPERIENCE CUE

For the purposes of developing a program that would meet the needs of adult women, the author undertook an investigation of the literature, limited to research dealing with factors relevant to the decision making process of women who were continuing their education and planning careers. The literature has been divided into the following sections for purposes of this review:

1. Women's changing roles.
2. Women and continuing education, including trends and developments in programming for women.
3. Women and employment.
4. Theories of career development for women.

Women's Changing Roles

It has become a truism in our modern industrial society that "change is the most constant condition of life" (Brooks, 1974). No longer does one mark the shifts in values and norms by generations--now, significant swings in life styles are coming no more than a decade apart, sometimes even more rapidly. People have grown accustomed to the "idea" of social change, though the "fact" remains difficult to integrate into their lives. It is known, as an idea, that the lives of women have changed tremendously in America within the past century, but women as individuals are not altogether accustomed to the facts of these changes.

Momentous changes are now in process in the role of wife and mother. According to United States Department of Labor statistics (1974), the average American woman homemaker is 26 years of age when her last child is born and 32 years of age when her last child enters school. At the same time her life expectancy has increased to age 74. In other words, a woman has about half of her life ahead of her at the time when her last child enters school (Graebner, 1972). Thus the middle years bring great opportunities to women.

The basic documents of the women's liberation movement (Friedan, 1963; Greer, 1970) indicate that the frustrations and problems experienced by American women in accepting changing roles are only partially imposed by educational, occupational, or political barriers. The biggest impediments to women's successful implementation of new roles seem to center on their emotional and psychological hesitation to seek independent lives. Research (Horner, 1969; Rossi, 1967; Steinman, Levi, & Fox, 1964) supports the fact that much of this hesitation--problems of role concept, self esteem, dependence on males for identity, and fear of the consequences of success and achievement--stems from early socialization.

Every society has a set of ideas about what people are supposed to believe and how they should act, about what is "natural" in beliefs and behaviors. Children are taught norms and expectations verbally and consciously by parents, by teachers, and by example. While the extent to which this socialization "takes" will vary, most children will grow up to act pretty much as they are expected to. The child internalizes society's

standards and comes to believe that certain types of behavior are natural and right. What the proper or natural behavior is will depend on certain attributes of the person, such as class, age, occupation, or sex. Women have been, and still are to some extent, expected to think and behave differently from men (Deckard, 1975). Society is now in a transition period where women are attempting to strike a balance between old and new roles. More and more women are combining roles, with repercussions that impact profoundly on all their other relationships (Bernard, 1975).

Eli Ginzberg (1971) wrote:

> Middle age is no longer necessarily a period of hopes abandoned and of reconciliation prior to entering upon old age. It has become a period of new options . . . for developing satisfaction and meaning. (Foreword)

A new breed of woman is emerging. She wants to embrace traditional as well as self-fulfilling roles. She may want to be a homemaker and a career woman simultaneously, and she realizes that these roles need not be mutually exclusive (Katz & Knapp, 1974).

When adult women of any age decide to seek a new identity, as a result of an attempt to sift through the confusion and reassess their lives, they typically turn to additional education or to completion of an interrupted education (Nichols, 1974). Old patterns such as those subsumed under the rubric "momism" suffer attrition and finally disappear. New patterns emerge under the rubric "returnee"--a woman who returns to school when she is no longer housebound with small children (Bernard, 1975). Women undertaking this quest are beginning to see themselves as individuals in their own right.

Women and Continuing Education

Continuing education for women in the United States has developed as a result of a number of factors identified by Fought (1966): (1) increased prosperity, (2) re-evaluation of women's education, (3) expanded leisure due to technological advances, (4) the civil rights issue reopening the need for psychological fulfillment for all, (5) education needed for teaching and technical jobs, (6) expanded status of women, (7) acceptance of modern psychological theories, (8) changes in life patterns of women, and (9) increased emphasis on the need for continuing education for all due to the expansion of knowledge.

In the early 1960's colleges and universities had pioneered relatively few efforts to encourage adult women to return to the classroom; but by 1968 the number of continuing education programs and services for women, as reported by the United States Department of Labor (1971), had increased to more than 250, and a national organization had been founded, the Continuing Education of Women (CEW, Vetter, 1973). In 1971 more than 375 programs were reported in existence across the country.

In September 1960 the University of Minnesota became the first university to formally initiate a continuing education program for women, the Minnesota Plan for the Continuing Education of Women (Schletzer et al., 1967). The objective of the program was to increase the lifetime satisfactions and fulfillments of individual women, and to provide society with a large number of potentially valuable producers.

The traditional system which places college education in the years of

early adulthood causes many young women to interrupt their education for marriage and family responsibilities (Waters, 1974). Adults who seek higher education do so primarily of their own volition; so it is important to identify the factors which influence this choice and the characteristics of the women returning to school. Many women seek further education during middle motherhood. This time is typically between the ages of 30 and 45 but is actually related to stage of life more than to actual age. This point in a woman's life is gaining increased attention as a time of renewed identity crisis and as a second important period for career exploration (Letchworth, 1970; Manis & Mochizuki, 1972). Many of these women for a long time have subordinated their own needs and interests to those of others. Frequently they have gone from being dependent on their parents to being dependent on their husbands and have therefore not developed their own identities (Lopata, 1971).

Houle (1961) discussed factors that influence adults in their desire to continue learning.

> In general, high income groups are more likely to take part in educational activities than low income groups. Participation is also positively related to the size of the community, length of residence in it, number of different kinds of educational activities available. Age is important. The very young adult seldom takes part, but there is a sharp upturn in the late twenties, a fairly constant level of activity until the age of fifty and a decline afterward. Married people participate more than single people. The most universal important factor is schooling. The higher the formal education of the adult, the more likely it is that he will take part in continuing education. (p. 25)

Traditionally, it has been deemed unacceptable in our society for a woman to dominate her husband in any way--from height to education.

Married women are thus freer to pursue further education if their spouses have attended school (Feldman, 1974).

During the 1970's, the International Women's Decade, women's organizations all over the world are recognizing that continuing education is a means by which women can enhance personal development, improve economic efficiency, and promote effective human relationships. Enthusiasm for continuing education is part of the struggle of women to achieve equal rights and opportunities.

The Carnegie Commission of Higher Education (1973) recommended that large campuses have an administrative officer specifically concerned with continuing education. The Commission believes that there is often need for a Center primarily concerned with the educational problems of mature women, but hopes that this need will be transitional as the concept of educational opportunities for mature women becomes universally accepted. Until these societal changes occur, however, there is every indication that continuing education programs for women will expand at the institutions where they now exist and that new programs will be developed by additional institutions (Matthews, 1972; Watkins, 1974).

Women and Employment

Just as the number of women over age 30 enrolled in higher education courses has doubled during the past ten years, so has the number of women in the work force increased. In 1940 29.4% of women in the labor force were between the ages of 35 and 44; in 1973 53.4% of the women in this age group were employed (U.S. Department of Labor, 1974). Table 1 shows the

growth of women's participation in the labor force by age for selected years since 1940.

Table 1
Labor Force Participation Rate of Women by Age
(Percentage of All Women)

Age of Worker	1940	1950	1960	1968	1973
16, 17	13.8	25.2	23.7	25.8	35.4
18, 19	42.7	45.6	48.0	48.3	52.6
20-24	48.0	44.6	45.4	53.2	59.7
25-34	35.5	33.6	35.9	42.8	49.6
35-44	29.4	38.2	44.3	48.7	53.4
45-54	24.5	37.1	49.5	52.6	54.0
55-64	18.0	27.6	37.4	42.6	41.3
65-	6.9	9.7	10.8	9.5	9.2
Average Age	27.4	32.7	36.9	40.4	44.4

Statistics also reveal that 58.5% of all married women with husbands present are now working. The percentage of women in the labor force based on their marital status for selected years since 1940 is shown in Table 2.

Table 2
Percent Distribution of Women in Labor Force by Marital Status for Selected Years Between 1940-1973

Marital Status	1940	1950	1960	1968	1973
Married (husband present)	30	48	54	57	58.5
Married (husband absent)	6	4	6	6	4.5
Single	49	32	24	22	22.8
Widow, Divorcee	15	16	16	15	14.2

This increased participation by women in the world of work can be attributed to a number of factors: changing attitudes toward careers for women outside the home, the trend toward smaller families, the increase in the number of households headed by women, an increasingly service-oriented economy, and the landmark legislation prohibiting employment discrimination based on sex (USDL, 1974).

Evidence indicates that the occupational spread of women is heavy at the lowest levels. There are, of course, exceptions. Women do have jobs at all levels of the occupational pyramid; but in any given occupation they cluster at the bottom, and they thin to invisibility as one looks to the top (Epstein, 1970). Job requirements, with extremely rare exceptions, are unrelated to sex. Tradition rather than job content has led to labeling certain jobs as women's and others as men's.

Concern has been expressed over the underrepresentation of women in many prestigious occupations (Barnett, 1975). One explanation for this situation is the presence of external barriers that limit access to these occupations. In 1960 only 3% of lawyers, 7% of doctors, and 2% of university professors were women (Epstein, 1973). Discrimination was rampant before the recent civil rights laws went into effect. Recent enrollment figures of women in graduate schools reflect rapid changes. In 1972 there were five times as many women enrolled in doctoral programs across the nation as there were in 1960. Today the proportion of women students in law schools is over 15% and that proportion is expected to be 40% by 1980. In absolute numbers of female law students, that increase

represents a gain of 30% a year. Even medical schools, traditionally a male domain in the United States, now count women as more than 12% of their student body (Brooks, 1974). By 1980, many women will thus be involved in occupations that relatively few hold today.

External barriers still exist and are powerful deterrents; but internal obstacles, e.g., attitudinal barriers arising from early socialization and sex-role learning, may cause females to prefer less prestigious occupations that provide little or no competition with men. Horner (1969) suggests that females fear success and learn to avoid high-prestige occupations in which they have to compete with men. A woman develops in an environment filled with people who influence her values, habits, and attitudes, the most influential being her parents, and her mother in particular. The mother's educational ambitions for her child show a strong positive relation to the student's educational plans, regardless of culturally enriching activities or pressures (Sandis, 1970). Eyde (1970) found that career-oriented women were more apt to have working mothers than noncareer-oriented women. Almquist and Angrist (1970) found that nearly two-thirds of their career-oriented subjects had employed mothers, while only one-fifth of the noncareer-oriented women had mothers who were currently working. Their data suggest that girls with working mothers develop a more favorable attitude toward the working mother role and recognize the possibility of combining marriage and career.

While boys grow up expecting to work, girls are socialized to anticipate marriage. Consequently, a woman's vocational plans have been largely

determined by whether or not she marries, when she marries, and who she marries (Osipow, 1975). In a study of career plans of college women, McMillen et al. (1971) reported that although the majority of college women expect to stop working after childbirth, they also expect to return to their professions when their children are older.

Male attitudes about the employment of women, and the perception of those attitudes by women (Edwards, 1969; Hawley, 1971; Steinmann et al., 1964) have been found to be very influential on a woman's career decision. Weil (1961) found the most potent variable affecting women's occupational participation was the husband's attitude. Since women's perceptions of the male attitude toward women working are associated with their career choices, Kaplan and Goldman (1973) attempted to determine the accuracy of these perceptions. Their findings showed that females tend to believe that the attitudes of the average man toward the role of women are far more stereotyped than they are in fact. Kaplan and Goldman concluded that if women choose their careers on what they believe men think, then women need more accurate information about men's attitudes.

Differences in education have been found to have implications for women's subsequent career involvement. The likelihood of a woman's working is directly related to her educational level (Levitt, 1971). The more education a woman acquires, the more likely she is to seek paid employment, irrespective of her financial status (Blai, 1974). The chances are two out of five that a married woman with one to three years of college education who is living with her husband will be in the labor force. Those chances

are better than one in two if she has had four or more years of college education. If she has a doctorate or comparable degree, the chances are better than eight in ten (USDL, 1973a).

Evidently the educated woman desires to contribute her skills and talents to the economy not only to gain financial rewards but also to reap the psychological rewards that come from achievement, recognition, and service to society. Research points out that a need to acquire a feeling of accomplishment is developmental, associated with ego strength and independent of sex (Westervelt, 1973; Wolfe, 1969). Research supports a cyclical pattern in achievement motivation in women. Baruch (1967) found that among her subjects who had formerly been college students there was an increase in achievement motivation 10 to 15 years after marriage.

Achievement motivation, personal aspiration, identity--all are set in early stages of development. However, some studies of the self show that self-concept is malleable (Rogers, 1961). Changes in self-concept are related to motivation and the value of concepts presented in helping one to fulfill personal needs (Gergen, 1971). As women re-evaluate their values and self-concepts, new possibilities arise for expression of personal ability through individual achievement. Educators and counselors can create the balancing pulls which will counteract early socialization years and permit women to develop new or different selves.

Career Development Theories for Women

The major theories of career development (Ginzberg et al., 1951; Holland, 1966; Osipow, 1968; Roe, 1956; and Super, 1957) have in common the basic

assumption that there is a system and sequence to people's career and development. All the approaches also share their roots of development--they were tested on and designed to facilitate the understanding of the career development of the American male. Since the occupational lives of women are often discontinuous, as well as dependent on socialization and sex-role development, the adaption of existing career theories to women is problematical.

Osipow (1975) has identified three factors involved in women's career development that generate special kinds of problems: (1) female self-expectations about life roles, which stem partly from uncertainties about combinations of education/vocation/marriage and partly from attitudes of significant males; (2) social expectations in terms of acceptability of a dual role and opportunities to implement a career choice; and (3) the lack of research that tests a comprehensive theory of educational and vocational development in women.

Role and self-concept are intimately connected (Gornick & Moran, 1971). It has been found that when people are given the "Who Are You?" test of self-concept, they usually respond in terms of their various roles--wife, doctor, mother, teacher. As a person moves from one life stage to another, or from one step in a career to another, the self-concept changes. Some roles are more critical to a woman's self-image than others; self-esteem comes from feeling adequate in these more salient roles, usually determined by the social structure. Because mental health or a feeling of well-being is dependent on a positive self-concept, it is therefore dependent

on the roles that an individual feels are available. Women whose identity is derived mainly from their role as mothers rather than as wives or workers, women whose "significant others" are limited to their children, are in a difficult situation when their children leave. In their middle years they need todevelop new commitments to maintain a positive self-concept.

According to Erikson (1963), an identity crisis occurs when an individual is coming to terms with his/her abilities and limitations, attitudes and cultural values, and occupational and societal roles. According to Eriksonian theory, this crisis generally occurs in adolescence. Letchworth (1970) states that many women of differing ages who return to college report experiencing problems similar to those of the adolescent. The term "Middlescent" has been coined by Barbara Fried (1967) to describe women undergoing changes in identity, accompanied by feelings of dissatisfaction combined with guilt for feeling dissatisfied.

Harmon's (1970) study pointed out that the future occupational plans of two groups of girls were very similar at age 18 and very different 10-14 years after college. She feels that inability to predict future occupational plans is a function of the arousal of career motivation in later life, and surmises that perception of a clear career choice does not appear before then.

Super's (1957) pattern of exploration, establishment and maintenance seems to be delayed for women. It is possible that the mature woman who returns to college re-enters that stage of role development which Super calls the exploration stage--when she tries out roles and explores the

world of work, first tentatively and in fantasy, and later realistically, in an ongoing attempt to implement a self-concept, resolve her identity crisis, and find her place in the world.

Thus, the female career development process seems to encompass role development in the occupational world and role development in the more traditional homemaking world--aspects which are to some extent conflicting (Richardson, 1974). Women can and do combine roles, but the process by which all aspects of the adult female role are developed and integrated is the particularly female career development process.

Psathes (1968) attempted to develop a theory of occupational choice for women, and in so doing identified a number of factors which influence entry of women into occupational roles. He emphasized the relationship between sex-role and occupational role. Marriage, economic status, husband's attitude, social class, education, occupation of parents, and values were factors cited as influencing the occupational choices of women.

Zytowski (1969) utilizes the first theoretical base for the prediction of career development in women. While postulating increasing similarity of women's roles to men's in the future, he also characterizes differences in career patterns by indices of occupational participation. He hypothesizes that a woman's preference for occupational participation is determined by internal motivating factors, which can be predicted from knowledge of her valuing system and are modified by environmental and ability factors. Eyde (1970) emphasized that Zytowski's work was just a necessary first step in the growth of a desperately needed theory of career development for women.

Summary

The information gathered from this and other related literature on women's changing roles, trends in education and employment for women, and career development theories, definitely pointed up the need for a program in career planning for women. Just as career planning programs for adolescents serve a strong purpose in helping high school students through the exploration phase of their career development, so career planning programs for women in the exploration phase can fulfill the same need.

A career planning program for women should include materials that help women develop an awareness and acceptance of the naturalness of changing roles and remove the guilt and anxiety that go along with making a change. Feeling positive and O.K. about pushing themselves out of the old familiar role, or sweeping the last chick out of the nest, is an important part in confidence building and enhancement of self-concept.

A program designed for women also needs to include materials to help them gain a better understanding of themselves as individuals, rather than as extensions of their husbands and children. They need to have the opportunity to identify and explore their values, motivators, personality needs, and interests, as well as their occupational aptitudes. Information on various careers should be available. The development of skills in decision-making, assertiveness, resume-writing, and interviewing will be critical to preparing the woman in transition to take the first step toward a new role in life.

CHAPTER II. THE EXPERIENCE CUE SEMINAR

Experience CUE (C = career; U = you, the woman in the middle; E = education) was developed for women who have reached the stage of their lives where they are moving into a role change and need assistance in planning for it.

The group counseling sessions are held weekly for 8 consecutive weeks. They are scheduled for 2 hours and are limited to 12 women per group. Each session has a special emphasis; these ultimately link together at the conclusion of the 8-week seminar. The objective is to help each participant to gain a complete understanding of herself as a basis for realistic decision-making and career planning.

Session I

The focus is on identifying the past and present roles of the participants. Members receive a brief introduction to the syllabus and learn the objectives of the seminar. The following materials are distributed in a large pocket folder:

1. Syllabus
2. Two 5" x 7" unlined index cards
3. Personal background sheet
4. Textbooks: Creative Careers for Women by Joan Scobey and Lee Parr McGrath, and The Back to Work Handbook for Housewives by Barbara Prentice
5. Prospect List (a blank sheet)

6. The Self Directed Search and The Occupations Finder by John L. Holland

EXPERIENCE CUE

Baldwin-Wallace College, 8-Week Seminar

Session I - Self-Identification, Who am I? Self-Directed Search

Session II - Aptitudes, GATB

Session III - Attitudes and Assertive Training

Session IV - Value Clarification

Session V - Motivators

Session VI - Test Interpretation

Session VII - Career Objectives, Placement Skills

Session VIII - Goal Setting and Decision Making

C - Career

U - You

E - Education

Dr. Mary Khosh, Asst. Director
Counseling and Advising Center

Texts: Prentice, Barbara, The Back to Work Handbook for Housewives.

Scobey, Joan, and McGrath, Lee Parr, Creative Careers for Women.

SURVEY OF EXPERIENCE CUE PARTICIPANTS

Baldwin-Wallace College

PERSONAL BACKGROUND

Geographic location or address

_____ Berea, Middleburg Hts.
_____ Brookpark
_____ Olmsted Falls
_____ Strongsville
_____ Other (please specify)

MARITAL STATUS

_____ Single
_____ Married
_____ Widowed
_____ Divorced

AGE RANGE

_____ 25-30
_____ 31-40
_____ 41-50
_____ 50 plus

EDUCATIONAL BACKGROUND

_____ High school only
_____ Technical or business training after high school
_____ Some college or university
_____ Bachelors degree
_____ Masters degree

EMPLOYMENT BACKGROUND

_____ am working
_____ am not working
_____ have been employed before
_____ am a volunteer

.....

What were your goals at the time you enrolled in the seminar?

_____ To finish a degree
_____ For self and family enrichment
_____ For future job in former field
_____ For future job in new field
_____ To improve self in present job
_____ To be a volunteer
_____ To find a part-time job
_____ To find a full-time job
_____ To plan future education
_____ Uncertain

How did you find out about Experience CUE?

PROSPECT LIST

Group members fold one of the index cards into a name plate and use the other in an introductory "getting-to-know-you" exercise.

Each participant fills out the index card with the following information:

Front:

My roles: The hats I wear	An exciting or memorable experience	What I do in my spare time for fun
	Name	

Back:

Careers I've thought about	Something I earned that means a lot to me	My special skills or talents

1. Why I registered for Experience CUE, what I hope to accomplish.
2. What I see myself doing in 10 years.

The group leader encourages participants to respond freely and not to feel that they are being forward or boastful. The tone of the seminar is very positive, with an emphasis on openness and a sharing of

experiences, thoughts, and feelings. After they fill in the cards, members discuss each individual section in turn. This exercise builds group cohesiveness and helps each member to realize that her concerns are not unique and that others feel the same way.

The latter half of the session involves an explanation of personality and career relationships and administration of the Self-Directed Search. Members list any occupations they have ever considered on the Prospect List, as well as new ones they might be thinking about now.

Session II

The focus of this session is on measuring aptitude and building an understanding of how awareness of one's aptitudes influences decision making. Experience with previous participants has shown that they tend to "sell themselves short" and believe that their aptitudes are lower than they really are. The General Aptitude Test Battery (GATB) is administered during this session to provide solid information on participants' aptitudes as a way of enhancing their self-concept and providing information for future decision making.

The materials used in this session are:

1. General Aptitude Test Battery
2. Kuder DD Occupational Interest Survey

At the conclusion of the session participants are asked to make appointments, before the next session, to take the Kuder DD Occupational Interest Survey.

Session III

The role that attitudes play in the decision making process is the emphasis of this session. Individual and societal attitudes about women are a strong determinant in every woman's opportunity to make choices and her ultimate decisions.

The following materials are utilized for this session:

1. "The Attitudes Toward Women Scale"
2. "How Assertive are You" quiz and answer sheet
3. "Assertive Training for Women, Part II," an APGA film by Patricia Jakubowski-Spector
4. Strong-Campbell Interest Inventory

THE ATTITUDES TOWARD WOMEN SCALE

An objective instrument to measure attitudes towards the rights and roles of women in contemporary society.

The statements below describe attitudes toward the role of women in society that different people have. There are no right or wrong answers. You are asked to express your feelings about each statement by indicating whether you (A) agree strongly, (B) agree mildly, (C) disagree mildly, or (D) disagree strongly. Please indicate your opinion by a checkmark below the letters A, B, C, or D.

(A)	(B)	(C)	(D)	
				Swearing and obscenity are more repulsive in the speech of a woman than of a man.
				Women should take increasing responsibility for leadership in solving the intellectual and social problems of the day.
				Both husband and wife should be allowed the same grounds for divorce.
				Telling dirty jokes should be mostly a masculine prerogative.
				Intoxication among women is worse than intoxication among men.
				Under modern economic conditions with women being active outside the home, men should share in the household tasks such as washing dishes and doing the laundry.
				It is insulting to women to have the "obey" clause remain in the marriage service.
				There should be a strict merit system in job appointment and promotion without regard to sex.
				A woman should be as free as a man to propose marriage.
				Women should worry less about their rights and more about becoming good wives and mothers.
				Women earning as much as their dates should bear equally the expenses when they go out together.
				Women should assume their rightful place in business and all the professions along with men.
				A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man.
				Sons in a family should be given more encouragement to go to college than daughters.

(A) (B) (C) (D)

_____ It is ridiculous for a woman to run a locomotive and for a man to darn socks.

_____ In general, the father should have greater authority than the mother in bringing up of children.

_____ Women should be encouraged not to become sexually intimate with anyone before marriage, even their fiancés.

_____ The husband should not be favored by law over the wife in the disposal of family property or income.

_____ Women should be concerned with their duties of childbearing and house tending, rather than with desires for professional and business careers.

_____ The intellectual leadership of a community should be largely in the hands of men.

_____ Economic and social freedom is worth far more to women than acceptance of the ideal of femininity which has been set up by men.

_____ On the average, women should be regarded as less capable of contributing to economic production than are men.

_____ There are many jobs in which men should be given preference over women in being hired or promoted.

_____ Women should be given equal opportunity with men for apprenticeship in the various trades.

_____ The modern girl is entitled to the same freedom from regulation and control that is given to the modern boy.

Note: From "A Short Version of 'The Attitudes Toward Women Scale'" by J. S. Spence, R. Helmreich, and J. Stapp, Bulletin of the Psychonomic Society, 1973, 2, 219-220. Reprinted with permission.

HOW ASSERTIVE ARE YOU?

Directions: Indicate how characteristic or descriptive of you each of the following statements is by using the code given below:

+3 Yes, always
+2 Usually
-2 Seldom
-3 Never

_____ 1. Most people seem to be more aggressive and assertive than I am.

_____ 2. I have hesitated to make or accept dates because of "shyness."

_____ 3. When the food served at a restaurant is not done to my satisfaction, I complain about it to the waiter or waitress.

_____ 4. I am careful to avoid hurting other people's feelings, even when I feel that I have been injured.

_____ 5. If a salesman has gone to considerable trouble to show me merchandise which is not quite suitable, I have a difficult time in saying "no."

_____ 6. When I am asked to do something, I insist upon knowing why.

_____ 7. There are times when I look for a good vigorous argument.

_____ 8. I strive to get ahead as well as most people in my position.

_____ 9. To be honest, people often take advantage of me.

_____ 10. I enjoy starting conversations with new acquaintances and strangers.

_____ 11. I often don't know what to say to attractive persons of the opposite sex.

_____ 12. I will hesitate to make phone calls to business establishments and institutions.

_____ 13. I would rather apply for a job or for admission to a college by writing letters than by going through the personal interviews.

_____ 14. I find it embarrassing to return merchandise.

_____ 15. If a close and respected relative was annoying me, I would smother feelings rather than express my annoyance.

_____ 16. I have avoided asking questions for fear of sounding stupid.

_____ 17. During an argument I am sometimes afraid that I will get so upset that I will shake all over.

_____ 18. If a famed and respected lecturer makes a statement which I think is incorrect, I will have the audience hear my point of view as well.

_____ 19. I avoid arguing over prices with clerks and salesmen.

_____ 20. When I have done something important or worthwhile, I manage to let others know about it.

_____ 21. I am open and frank about my feelings.

_____ 22. If someone has been spreading false and bad stories about me, I see him (her) as soon as possible to have a talk about it.

_____ 23. Very often I have a hard time saying "no."

_____ 24. I tend to bottle up my emotions rather than make a scene.

_____ 25. I complain about poor service in a restaurant and elsewhere.

_____ 26. When I am given a compliment, I sometimes just don't know what to say.

_____ 27. If a couple near me in a theatre or at a lecture were conversing rather loudly, I would ask them to be quiet or to take their conversation elsewhere.

_____ 28. Anyone attempting to push ahead of me in a line is in for a good battle.

_____ 29. I am quick to express an opinion.

_____ 30. There are times when I just can't say anything.

Correct Answers for "How Assertive Are You?"

Aggressive	Assertive	Unassertive
1. -3	1. -2	1. +3
2. -3	2. -2	2. +3
3. +3	3. +2	3. -3
4. -3	4. -2	4. +3
5. -3	5. -2	5. +3
6. +3	6. +2	6. -3
7. +3	7. +2	7. -3
8. +3	8. +2	8. -3
9. -3	9. -2	9. +3
10. +3	10. +2	10. -3
11. -3	11. -2	11. +3
12. -3	12. -2	12. +3
13. -3	13. -2	13. +3
14. -3	14. -2	14. +3
15. -3	15. -2	15. +3
16. -3	16. -2	16. +3
17. -3	17. -2	17. +3
18. +3	18. +2	18. -3
19. -3	19. -2	19. +3
20. +3	20. +2	20. -3
21. +3	21. +2	21. -3
22. +3	22. +2	22. -3
23. -3	23. -2	23. +3
24. -3	24. -2	24. +3
25. +3	25. +2	25. -3
26. -3	26. -2	26. +3
27. +3	27. +2	27. -3
28. +3	28. +2	28. -3
29. +3	29. +2	29. -3
30. -3	30. -2	30. +3

Upon completion of "The Attitudes Toward Women Scale" group members engage in a discussion to uncover their feelings about their roles as women in contemporary society. This discussion is designed to reinforce openness, but not to resolve all the issues. It is also used as an introductory exercise for assertiveness training, focusing on the importance of expressing one's feelings and opinions openly, honestly and directly.

Participants spend the latter half of the session on assertiveness training, beginning with the "How Assertive Are You?" quiz, which they self-score and then discuss. Training and practice in assertiveness are done with the assistance of the APGA film, "Assertive Training for Women, Part II." The women enjoy working with the film, and are told to continue to practice between sessions in actual situations they encounter. As with a beginning tennis player studying with Billie Jean King, listening carefully to the instructions is essential, but hitting the ball like a pro takes practice.

At the conclusion of the session participants make appointments to take the Strong-Campbell Interest Inventory as homework.

Session IV

Values, viewed as the underlying influences beneath one's choices and behavior, are the focus of this session. Everyone has a value system that he/she lives by, but sometimes may be unclear about what that system is. When individuals are aware of their values, they can make conscious decisions based upon them and feel that they are directing the course of their own lives rather than being controlled by external forces.

Each group member regards certain values as being more important to her than others. Thus, a ranking of values is the initial step toward making responsible and informed decisions. A values auction is employed to assist in identifying and clarifying values.

The materials for this session consist of:

1. Value Clarification ranking sheet
2. Values Auction sheet
3. Values Auction key
4. Edwards Personal Preference Schedule

The following instructions clarify the auction for the leader.

VALUES AUCTION, Instructions

1. Give each participant the Value Clarification sheet and ask her to rank her personal values.
2. Next, distribute the Values Auction sheet and explain that each of the items on this sheet will be auctioned off to the highest bidder. Each person will have $5,000 for the auction, and is told to take a few minutes to budget the amount she plans to spend on any given item. Participants can spend the money on one or two items, or on as many as they wish, so long as the total budget doesn't exceed $5,000.
3. The leader becomes the auctioneer, and begins with any item on the auction sheet. It is best to proceed randomly, rather than from top to bottom in the order in which items are found.

   The leader says: "We are ready to begin the auction. Before we begin, let me make some comments. First, you may bid on any item you wish so long as you do not spend more than $5,000. Second, when you have bought an item, that money is gone from your budget. If you bid and do not get the item, you can use the money budgeted on another item of your choice. Third, please enter the highest amount you bid on any item into the middle column. Finally, enter the top bid that bought the item in the last column on the right. We will be bidding in increments of $50.00. Now let us begin. Who will open the bidding at $50.00 for . . . ?"
4. When the auction has been completed, distribute the Values Auction Key

sheets. Let the participants compare the values they bought or bid the highest on with the values they ranked highest at the beginning. Is there any similarity between the two sets of values? If so, where?

Ranking: Rational approach to values.

Bidding: Emotional approach to values.

VALUE CLARIFICATION

Experience CUE

Mark your preferences in rank order:

Values	Rank
Health	( )
Religion	( )
Security	( )
Family	( )
Travel	( )
Aesthetics	( )
Power	( )
Marriage	( )
Justice	( )
Recognition, Approval	( )
Honesty	( )
Love	( )
Personal Autonomy *(Freedom)*	( )
Friendship	( )
Emotional Well-Being	( )
Appearance	( )
Knowledge, Wisdom	( )
Pleasure	( )
Altruism *(Social Welfare)*	( )
Achievement	( )

Note: From Success: You Can Make It Happen by Dr. Lila Swell, 1976. Copyright 1976 by Lila Swell. Reprinted by permission of SIMON & SCHUSTER, a Division of Gulf & Western Corporation.

VALUES AUCTION

	Amount I Budgeted	Highest Amount I bid	Top Bid?
A satisfying and fulfilling marriage			
A way to do your own thing without hassling			
The Presidency			
The love and admiration of the whole world			
Unlimited travel and tickets to any concert, play, opera or ballet			
Complete self-confidence with a positive outlook on life			
A happy family relationship			
To be the most attractive person in the world			
To live to a hundred with no illness			
The most complete library of great books for your own private use			
Harmony with God			
Time with nothing to do but enjoy yourself with all needs and desires automatically met			
To be the richest person in the world			
A house overlooking the most beautiful view in the world			
A chance to rid the world of prejudice			
A chance to serve the sick and needy			
To be voted outstanding person of the year and praised in every newspaper in the world			
Perfect insight into the meaning of life			
A way to rid the world of unfairness, graft and lying			
A chance to set your own working conditions			
The perfect love affair			
To master the profession of your choice			

Note: From Success: You Can Make It Happen by Dr. Lila Swell, 1976. Copyright 1976 by Lila Swell. Reprinted by permission of SIMON & SCHUSTER, a Division of Gulf & Western Corporation.

VALUES AUCTION KEY

		Values
A satisfying and fulfilling marriage	___	(marriage)
A way to do your own thing without hassling	___	(personal autonomy)
The Presidency	___	(power)
The love and admiration of the whole world	___	(love, friendship, approval)
Unlimited travel and tickets to any concert, play, opera or ballet	___	(travel, pleasure, aesthetics)
Complete self-confidence with a positive outlook on life	___	(emotional well-being)
A happy family relationship	___	(family)
To be the most attractive person in the world	___	(appearance)
To live to a hundred with no illness	___	(health)
The most complete library of great books for your own private use	___	(knowledge)
Harmony with God	___	(religion)
Time with nothing to do but enjoy yourself with all needs and desires automatically met	___	(pleasure)
To be the richest person in the world	___	(security)
A house overlooking the most beautiful view in the world	___	(aesthetics, achievement)
A chance to rid the world of prejudice	___	(justice)
A chance to serve the sick and needy	___	(altruism)
To be voted outstanding person of the year and praised in every newspaper in the world	___	(recognition, approval)
Perfect insight into the meaning of life	___	(wisdom)
A way to rid the world of unfairness, graft and lying	___	(honesty)
A chance to set your own working conditions	___	(personal autonomy)
The perfect love affair	___	(love)
To master the profession of your choice	___	(achievement)

Note: From Success: You Can Make It Happen by Dr. Lila Swell, 1976. Copyright 1976 by Lila Swell. Reprinted by permission of SIMON & SCHUSTER, a Division of Gulf & Western Corporation.

After comparing the items purchased with those they originally ranked high in priority, participants discuss what they learned. It is important to emphasize that we are constantly weighing our values, against other personal values, as well as against those of other people and society. One often makes bargains with values when making choices or exhibiting certain behaviors. For example, the woman who says she highly values education might be active in P.T.A. and closely supervise her children's homework. But once the children graduate from school, her interest in education lags. Her top priority in this case was not education, but her children. Her interest was in them, and she devoted her energy and behavior toward helping them achieve.

The emphasis in this session is on helping each participant become aware of her values so that when she is setting goals and making decisions, she can pursue a choice that is compatible with her values.

Participants make appointments at the conclusion of the session to take the Edwards Personal Preference Schedule during the next week.

Session V

A direct relationship exists between values and motivation. That is, individuals will work toward achieving for themselves what they value. Also, if individuals know what is uniquely motivating to them, they can build on that motivation to increase their satisfaction. Consequently, the objective of this session is to identify personal motivators and become aware of the experiences that are most gratifying due to satisfaction of these motivators.

The materials used in this session are:

1. Motivation Chart
2. Self-Assessment sheet

DIRECTIONS FOR MOTIVATION CHART

1. List 12 achievements, successes, or satisfactions (be sure they were positive at the time they occurred).

2. Put an X in the space opposite the lettered statements that best describe your feelings for each experience.

3. Circle one X above the line (above letter O) for the statement that is the most descriptive; and circle one X below the line (one for each experience).

4. Darken the one circle of the 2 descriptions you have circled which is the most descriptive.

* *

5. Count the number of X's across for each statement and total them in the column labeled "No. of X's." (Include the ones you have circled or darkened.)

6. Count the number of circles across for each statement and total them in the column under "No. of O's."

* *

7. Count the number of darkened circles and total them in the column under "No. of O's."

8. If you have 2 or more O's for a description, put a "P" in the margin by the description (primary motivator).

9. If you have 2 or more O's (count darkened also) write "S" in the margin (secondary motivator).

10. If you have 7 or more X's and one circle (O), put an "I" in the margin (incidental motivator).

11. Count the number of marks for each experience. Find most satisfying of the 12.

    External Motivators (from O thru W): 2 from outside yourself, in your environment.

    Internal Motivators (from A thru N), 2 from within yourself.

12. Count primary motivators. Are there more external ones or internal ones?

DISCUSS: Does it feel right? Does it fit? Where doesn't it fit? Do you want to trade them around, give up one for another?

MOTIVATION CHART	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	No. of X's	No. of O's	No. of ●'s	P. E. I.	
A. It was a new adventure																	A.
B. I was vulnerable, risk-taking																	B.
C. It was a challenge																	C.
D. I was able to do it, did it by myself																	D.
E. It was fun, pleasurable																	E.
F. It made me happy, felt good																	F.
G. I gained insight into myself or others																	G.
H. I gave Love, Affection, Understanding																	H.
I. I was in control (self, situation)																	I.
J. I was creative																	J.
K. I learned something, deepened an understanding																	K.
L. I influenced others																	L.
M. I felt it was important to do																	M.
N. I helped or shared with others, felt close																	N.
* * *

INSTRUCTIONS TO THE LEADER

The leader asks participants to search their memories for positive experiences and write them down. They are encouraged to be open and honest, and not to hold back satisfying moments for fear of being considered boastful. After each participant has listed several satisfying experiences, they share their lists with each other. This is a very rewarding experience that helps to promote positive feeling among the participants and enhance self-concepts.

Upon completion of the exercise, the leader describes the various types of motivators as follows:

Primary motivator: The "pay-off" motivator--one which must exist in a situation for a person to enter it and come out with a feeling of satisfaction and fulfillment.

Secondary motivator: One which must exist for a person to enter a situation, but which doesn't provide the big reward.

Incidental motivator: One which is nice to have around as extra reinforcement, but not required for an individual to enter a situation and not the one that provides the satisfaction. This last type has been compared to the nuts and cherries on a hot fudge sundae. One can enjoy the sundae without the nuts and cherries, but those little extras make it more memorable and delicious. However, a bowl of nuts and cherries alone is not very appealing.

The leader then explains that the line of asterisks on the motivation chart separates the internal motivators (those within one's own control)

from the external motivators (those that depend upon others to satisfy). The group discusses the differences between intrinsic and extrinsic motivators, and the leader emphasizes the desirability of developing intrinsic motivators as a way of providing for one's own gratification and feeling of fulfillment.

The Self-Assessment sheet is assigned as homework to be completed before the next session. It is suggested that the participant complete this with the assistance of someone who knows her well--perhaps a supportive friend or family member--to help refresh her memory.

SELF-ASSESSMENT

What can you offer others: employer, school, volunteer agency, community?

To help you review your experiences, four scales have been provided for rating a number of specific activities. The scales are:

How often?

5 means "Almost always"
4 means "Frequently"
3 means "Occasionally"
2 means "Rarely"
1 means "Never"

How well?

5 means "Very well"
4 means "Well"
3 means "Okay"
2 means "Just fair"
1 means "Badly"

How recently?

5 means "Currently or recently"
4 means "Within the past 5 years"
3 means "Within the past 10 years"
2 means "Within the past 20 years"
1 means "More than 20 years ago"

How much did you enjoy it?

5 means "Very much"
4 means "Quite a bit"
3 means "Somewhat"
2 means "Just a little"
1 means "Not at all"

Read each statement and in the adjacent columns write the number that best describes your experience. (If a statement refers to something that you have never done, in the first column enter the 1 that means "Never" and skip the other column entries for that statement.)

Experience	How Often	How Well	How Recently	How Much Enjoyed
I have:				
Worked with people in committees or teams	_____	_____	_____	_____
Worked with people in a leadership capacity	_____	_____	_____	_____
Supervised others	_____	_____	_____	_____
Helped others	_____	_____	_____	_____
Delegated responsibilities	_____	_____	_____	_____
Worked with people on a one-to-one basis	_____	_____	_____	_____
Worked alone at _____ (write in)	_____	_____	_____	_____

I have:	How Often	How Well	How Recently	How Much Enjoyed
Worked with ideas				
Worked with abstract concepts				
Worked with mechanical things				
Worked with the sick or elderly				
Worked with _____ (write in) things				
Organized a program or project				
Spoken to large public groups				
Spoken to small, intimate groups				
Written for publication				
Worked with my hands				
Handled matters requiring attention to detail				
Done analytical work in _____ (write in)				
Taken major responsibilities				
Been able to set priorities				
Done creative work in _____ (write in)				
Done research in _____ (write in)				
Trained or taught others				
Made big decisions				
Been able to say "no"				
Taken major responsibilities in community				
Sold material goods				
Sold ideas				
Handled money				
Add your own categories below:				
_____				
_____				

To add to your awareness of your experience, try making several lists, as follows:

1. What practical experience have I gained since I last worked?

_____

_____

2. What new skills have I developed? _____

_____

_____

3. What initiative have I had to exercise? _____

_____

_____

4. As housewife, mother, daughter, friend, citizen, what have I been doing especially well? _____

_____

_____

5. As a career woman, what have I done? _____

_____

_____

6. Just for fun, what have I done? _____

_____

_____

Any other accomplishments that I can remember, I will list here:

1.

2.

3.

_____

Note: From "Planning for Work," Catalyst, Self-Guidance Series G1, 1974, pp. 33-36. Copyright 1974 by Catalyst. Reprinted with permission.

Session VI

The sixth session is spent on interpreting the test results and relating them to each other and career choice. By the time this session occurs, all participants should have completed the Self-Directed Search, the Kuder DD Occupational Interest Survey, the Strong-Campbell Interest Inventory, the General Aptitude Test Battery, and the Edwards Personal Preference Schedule.

The tests are all interpreted in the traditional way, with the exception of the EPPS. Scores on the EPPS are related to Maslow's hierarchy of needs, as well as to the needs that are likely to be best satisfied in certain occupations. For example, an individual with a high need for nurturance might find satisfaction in health care professions, in education, or in working with young children or the aged. The needs exhibited on the EPPS are also examined in terms of their relationship to the values and motivators identified in previous sessions.

The information from the Self-Assessment sheet that was completed as homework is combined with the data from the General Aptitude Test Battery to obtain a more complete analysis of aptitude.

At this point participants then take time to revise the Prospect List that was started at the first session, eliminating some occupations and adding others for further consideration and study.

The materials used in this session are:

1. Edwards Personal Preference Schedule
2. Dictionary of Occupational Titles

3. Occupational Outlook Handbook

4. Relationship of occupational fields to college subjects sheet

5. Occupational study sheets

The Dictionary of Occupational Titles and the Occupational Outlook Handbook are resource materials for participants to use in completing the Occupational Study Sheets for homework. Participants research the occupations listed on their "Prospect List." Group members are encouraged to communicate directly with employers of cooperating companies and agencies to gather information about potential career choices. Although group members often look upon this task with a great deal of apprehension, they discover that it is most rewarding in terms of building confidence.

EDWARDS PERSONAL PREFERENCE SCHEDULE

Need for:	Lower	Average	Higher
Achievement: Need to be successful; to do your best; to accomplish tasks requiring skill and effort; to do a difficult job well; to be able to do things that others can't.			
Deference: To find out what others think; to follow instructions; to conform to custom and to avoid the unconventional; to let others make decisions.			
Order: To have written work neat and organized; to make plans before starting on a difficult task; to have things organized; to keep things neat and orderly; to organize details of work; to keep letters and files according to some system.			
Autonomy: To be able to come and go as desired; to say what one thinks about things; to be independent of others in making decisions; to feel free to do what one wants.			
Affiliation: To be loyal to friends; to form new friendships; to share things with friends; to do things with friends rather than alone.			
Intraception: To analyze one's motives and feelings; to observe others; to understand how others feel about problems; to put one's self in another's place; to judge people by why they do things rather than by what they do; to analyze the behavior of others; to predict how others will act.			
Dominance: To be a leader in groups to which one belongs; to be elected or appointed chairman of committees; to settle arguments and disputes between others; to supervise and direct the actions of others.			

Need for: Lower Average Higher

Nurturance: To help friends when they are in trouble; to assist others less fortunate; to treat others with kindness and sympathy; to do small favors for others; to be generous with others; to sympathize with others who are hurt or sick.

Change: To do new and different things; to travel; to meet new people; to experience novelty and change in daily routine; to experiment and try new things; to try a new and different job.

Endurance: To keep at a job until it is finished; to complete any job undertaken; to work hard at a task; to keep at a puzzle or problem until it is solved; to work at a single job before taking on another; to stay up late working in order to get a job done; to put in long hours of work without distraction; to stick at a problem even though it may seem as if no progress is being made; to avoid being interrupted while at work.

Note: From the "Edwards Personal Preference Schedule." Copyright 1954, 1959 by the Psychological Corporation. Reprinted with permission. All rights reserved.

MAJOR SUBJECTS AT BALDWIN-WALLACE GENERALLY
ASSOCIATED WITH VARIOUS OCCUPATIONS

Baldwin-Wallace College

Counseling & Advising Center
Career Development Program

The following list, intended to serve as a guide to major subjects which commonly lead to employment in various occupational fields, is only representative and not meant to be comprehensive. Also, it is important to remember that many individuals will study in one area but secure employment in another. Further, it is possible to have more than one major which will increase occupational opportunities.

Key

1. Generally requires study beyond the four-year degree.
2. Generally requires a transfer to another college or university.
3. Trade or specialized school or apprenticeship probably most appropriate.
4. College generally not considered an essential requirement.

Occupations	Major Subjects at Baldwin-Wallace
	4 yr. degree
Accountant	Bus. Admin. (Acct.)
Advertising	Bus. Admin., Eng. I, Art
Agriculture Business Manager - 2	Bus. Admin., Bio.
Airline Stewardess - 4	---
Architect - 2	Engineering
Army, Air Force, Navy, Merchant Marine Officers	4 yr. degree + ROTC
Army, Navy Enlisted - 4	---
Art Teacher	Elem. Ed., Art (Certif.)
Artist	Art
Author-Journalist	Eng., Speech
Auto Mechanic - 3, 4	---
Automobile Sales - 4	Bus. Admin. (Mkg.)
Banker, Bankwoman, Bank Clerk	Bus. Admin. (Acct., Finance)
Beautician	---
Biologist	Biology
Bookkeeper - 4	Bus. Admin. (Mkg.)

Occupations	Major Subjects at Baldwin-Wallace 4 yr. degree
Bookstore Mgr. - 4	Bus. Admin., Eng.
Bricklayer - 3, 4	---
Building Contractor - 3, 4	Engineering
Business Educ. Teacher	Bus. Admin. (Certif.)
Buyer	Bus. Admin.
Carpenter - 3, 4	---
Cartographer - 1	Earth Science
Chamber of Commerce Exec.	Bus. Admin., Pol. Sci.
Chemist	Chemistry
Chiropractor - 1	Biology (Pre-med)
Clothier, Retail - 4	Bus. Admin.
Community Recreation Admin.	Soc., Phy. Ed.
Computer Programmer	Math, Bus. Admin., Economics
Computer Sales	Bus. Admin., Math
County Agriculture Agent - 2	Biology
CPA Owner, Senior	Bus. Admin. (Acct.)
Credit Manager	Bus. Admin.
Dean of Women - 1	Educ., Soc., Psych.
Dental Assistant - 3, 4	---
Dentist - 1	Biology (Pre-dental)
Dental Hygienist - 2	Biology
Department Store Manager	Bus. Admin.
Department Store Sales	Bus. Admin.
Dietician	Home Ec.
Director, Christian Educ. - 1	Elem. Sec. Educ., Religion
Electrician - 3, 4	---
Elem. Teacher	Elem. Educ.
Engineer	Civil, Elect., Chemistry, Mech. Engineering
English Teacher	Sec. Educ. (Eng.), Eng. (Certif.)
Entertainer - 4	Theatre Arts, Music
Exec. Housekeeper - 3, 4	Home Ec.
Farmer - 2, 4	---
Flight Attendant	---
Florist - 4	Biology (Botany)
Forest Service, Forester - 2	Biology
Funeral Director - 2	---
Guidance Counselor - 1	Elem., Sec. Educ.
Highway Patrol Officer - 4	Psych., Soc.
Home Ec. Teacher	Home Ec.
Home Demonstration Agent	Home Ec.
House Painter - 3, 4	---
Instrument Assembler - 4	---
Interior Decorator	Art, Home Ec.

Occupations	Major Subjects at Baldwin-Wallace
	4 yr. degree
Interpreter	Language
Investment Fund. Mgr.	Bus. Admin.
Language Teacher	Languages (Certif.)
Lawyer - 1	4 yr. degree
Librarian - 1	4 yr. degree
Life Insurance Sales, Agent - 4	Bus. Admin.
Life Insurance Underwriter	Bus. Admin.
Machinist	---
Math-Science Teacher	Math, Science (Certif.)
Mathematics	Mathematics
Medical Technologist	Biology
Meteorologist	Physics, Geology
Minister, Univ. Pastor	4 yr. degree (Red., Soc., Psych.)
Model - 3, 4	---
Musical Performer	Music
Music Teacher	Music Educ.
Newswoman - 2	Speech, English
Nun-Teacher	Elem., Sec. Educ.
Nurse	Biology
Nurseryman - 2, 4	Biology (Botany)
Nutritionist	Home Ec.
Occupational Therapist - 1, 2	Soc. Psych., Biology
Office Clerk - 4	Bus. Admin.
Office Worker - 4	Bus. Admin.
Optometrist	Biology
Osteopath - 1	Biology (Pre-med)
Pediatrician - 1	Biology (Pre-med)
Personnel Director, Mgr.	Bus. Admin., Psych.
Pharmacist - 2	Biology
Pharmaceutical Sales - 2	Biology, Bus. Admin.
Photographer - 4	Art
Phy. Ed. Teacher	Phy. Ed. (Certif.)
Physical Therapist - 2	Biology, Phy. Ed.
Physical Scientist	Physics, Chem., Earth Science
Physician - 1	Chem., Biology (Pre-med)
Physicist - 1	Physics
Plumber	---
Plumbing Contractor - 3, 4	Engineering
Podiatrist - 1	Biology (Pre-med)
Policeman - 4	Soc., Psych.
Postal Clerk - 3, 4	Bus. Admin.
Pres., Mfg.	Bus. Admin.
Priest - 1, 2	---
Printer - 3, 4	Art

Occupations	Major Subjects at Baldwin-Wallace 4 yr. degree
Production Supervisor	Bus. Admin., Engineering
Psychiatrist - 1	Biology (Pre-med)
Psychologist - 1	Psych.
Psych. Professor - 1	Psych.
Public Administrator	Bus. Admin., Pol. Science, Sociology
Purchasing Agent	Bus. Admin.
Radio Station Mgr.	Speech
Radiologic Tech., X-Ray Tech. - 3, 4	----------
Real Estate Sales, Agent	Bus. Admin.
Recreation Leader	Soc. Phys. Educ.
Rehabilitation Counselor	Soc., Psych., Biology
Reporter	Eng., Speech
Sales Engineer	Engineer, Bus. Admin.
Sales Manager	Bus. Admin.
Saleswoman, Salesman - 4	Bus. Admin.
School Superintendent - 1	Elem. or Sec. Educ.
Secretary - 4	----------
Sewing Machine Operator - 4	----------
Social Scientist - 1	Pol Sci., Psych., Soc., Econ.
Social Science Teacher	Sec. Educ., (Hist., Pol. Sci.
Social Worker	Soc., Earth Sci., Sociology)
Social Worker	Sociology. Psych.
Speech Pathologist	Speech
Statistician	Math
Telephone Operator - 4	----------
TV Repair - 3, 4	----------
Translator	Languages
Travel Agent - 4	Bus. Admin., Languages
Truck Driver - 3, 4	----------
Veterinarian - 1	Biology (Pre-veterinary)
Voc. Agriculture Teacher - 2	Biology (Certif.)
Welder - 3, 4	----------
YMCA - YWCA Staff Member	Soc. Phy. Ed.

OCCUPATIONAL STUDY SHEET NO. 1

OCCUPATION: _____

Work Description:

Personal Requirements:

Training/Education/Experience Required:

How Enter?

Hours/Earnings:

Advantages/Disadvantages:

Related Work:

How Do You and the Occupation Fit?

Is It a Choice Worth Pursuing Now or at Some Other Time? Why or Why Not?

OCCUPATIONAL STUDY SHEET NO. 2

Experience CUE
Occupational Evaluation

Name _____

Please print or type: Date _____

1. Name of occupation investigated, and place visited:

2. What kind of work is done:

3. What does the work mainly involve? ( ) Things ( ) Data or Ideas ( ) People

   Description:

4. What does the work require?

   a. Education or training needed (kind and amount) _____
   b. Skills needed _____
   c. Other (fill in) _____

5. What is the prospective employment outlook? (opportunities for mature women re-entering the employment force)

6. Does the company offer an on-the-job training program?

7. What is the average starting salary at the entry level?

8. Name of person you interviewed and position in company.

9. Please request literature describing the occupation and company for distribution to Experience CUE group members.

Session VII

In this session participants gather additional information about careers from guest representatives from area businesses and industry, service agencies, government, and the offices of continuing education and placement.

The following materials are distributed:

1. Sample resume, traditional format
2. Sample resumes, Chronological and Functional
3. Key Words for Resume Preparation
4. Sample Cover Letter
5. Knockout Factors in interviewing
6. Predictors of Success
7. Legal areas of inquiry in interviewing and employment applications
8. Questions and answers for Experience CUE

The homework assignment at the conclusion of this session is for participants to write a resume in the style of their choice reflecting their own background situation. They should leave the section labeled "Career Objective" blank, to be added after a decision is reached.

NAME
ADDRESS, ZIP CODE
TELEPHONE NUMBER
(Include both home and office numbers)

CAREER OBJECTIVE:

State briefly, in one or two sentences, the type of position for which you are applying.

EDUCATION:

State the name or names of universities attended, city located, years attended, degree received, and major field of study.

If minor or additional related courses tie in with career objectives, list them.

Any academic honors should also be noted here.

EXPERIENCE:

Listing your most recent employment first, give exact dates employed, company name, location, position title, and duties performed. If you have held several positions with the same company, list previous titles to show growth within the company.

Include full and part-time work experience, volunteer work, co-ops or internships, and graduate assistantships.

MILITARY EXPERIENCE:

If you have served in the military, list dates of service, branch, rank at time of discharge, and duties.

ACTIVITIES AND INTERESTS:

Include memberships, offices held in these organizations, hobbies, special skills (language fluency, typing and shorthand speed, etc.) and school activities.

ADDITIONAL INFORMATION:

Any other information or assets which are pertinent to the career objective can be listed here. Also note geographic preferences, if any, in this section.

REFERENCES:

It is not necessary to list references on the resume itself. Merely note that they are available upon request.

Chronological resume

Mary Jane Miller
105 Autenreith Lane
White Plains, New York 10504
(914) 267-2385

EXPERIENCE:

1971-74
Research Associate, Congressional Campaigns, New York City. Designed voter preference surveys, supervised teams of interviewers, assisted in analysis of data.

1966-71
Class Notes Editor, *Mount Holyoke Alumnae Quarterly*. Generated ideas for assignments and layout, wrote copy, did follow-up editing.

1964-66
Research Assistant, Institute of Government, Chapel Hill, North Carolina. Worked on study of urban development and regional planning needs for the 100 counties of North Carolina. The report, published in 1966, has served as a model in developing uniform planning standards in other states.

1961-64
Editorial Assistant, *Law Today*, monthly journal on trends in legal decisions. Read unsolicited manuscripts, verified legal citations, proofread final copy. Also served as office manager, supervised one filing clerk and two typists, purchased necessary equipment, maintained financial records for a four-month period.

EDUCATION:

Mount Holyoke College, BA, 1961. Major: political science; minor: sociology. Reporter, college newspaper. Co-editor, yearbook.

Publishing Guild, New York City, 1963-64. Course in editing and publishing techniques.

New School for Social Research, 1972-73. Course in municipal government.

REFERENCES ON REQUEST.

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Functional resume

Mary Jane Miller
105 Autenreith Lane
White Plains, New York 10504
(914) 267-2385

OBJECTIVE:

Legal or political research for nonprofit organization, preferably with opportunity for legal work.

WORK EXPERIENCE:

Research Assistant, Institute of Government, Chapel Hill, N.C., 1964-66

Editorial Assistant, *Law Today*, New York, N.Y., 1961-63

Research Associate, Congressional Campaigns, New York City, 1971-74

Class Notes Editor, *Mount Holyoke Alumnae Quarterly*, 1967-71

ANALYSIS OF EXPERIENCE:

Research:
In congressional campaigns, designed voter preference surveys, supervised teams of interviewers, analyzed survey data.

In university research organization, analyzed migratory patterns, vocational opportunities, natural resources and economic projections.

Verified legal citations and researched background material on landmark legal decisions for law journal.

Writing and Editing:
Drafted summary of findings on urban development and regional planning needs in North Carolina for inclusion in 400-page state report.

As class notes editor for college alumnae quarterly, generated ideas for assignments and layout, wrote copy, did follow-up editing.

Read unsolicited manuscripts for law journal, approved final copy for content and accuracy.

Administration:
Served as office manager for *Law Today*, in addition to editorial duties. Supervised one file clerk and two typists, purchased necessary equipment, maintained financial records.

EDUCATION:

Mount Holyoke College, BA, 1961. Major, political science; minor, sociology. Concentrated on courses relating to law and social institutions, including statistics.

Publishing Guild, New York, N.Y., 1963-64. Course in editing and publishing techniques.

New School for Social Research, 1972-73. Course in municipal government.

REFERENCES ON REQUEST.

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Note: From "Your Job Campaign," Catalyst, Self-Guidance Series G2, 1974, pp. 45-46. Copyright 1974 by Catalyst. Reprinted with permission.

KEY WORDS FOR RESUME PREPARATION

Action Words

actively	eliminated	motivated	responsible
accelerated	established	organized	responsibilities
adapted	evaluate	originate	revise
administer	expanded	participated	review
analyze	expedite	perform	schedule
approve	founded	plan	significantly
coordinate	generate	pinpointed	simplicity
conceived	increased	program	set up
conduct	influence	proposed	solve
completed	implemented	proved	strategy
control	interpret	provide	structure
created	improve	proficient	streamline
delegate	launched	recommend	successfully
develop	lead	reduced	supervise
demonstrate	lecture	reinforced	support
direct	maintain	reorganized	teach
effect	manage	revamped	

Self-Descriptive Words

active	determined	independent	realistic
adaptable	diplomatic	logical	reliable
aggressive	disciplined	loyal	resourceful
alert	discreet	mature	respective
ambitious	economical	methodical	self reliant
analytical	efficient	objective	sense of humor
attentive	energetic	optimistic	sincere
broad-minded	enterprising	perceptive	sophisticated
conscientious	enthusiastic	personable	systematic
consistent	extroverted	pleasant	tactful
constructive	fair	positive	talented
creative	forceful	practical	will travel
dependable	imaginative	productive	will relocate

Note: From Career Planning and Placement for the College Graduate of the '70's by C. R. Powell, 1976, #3-6, p. 59. Copyright 1976 by Kendall/Hunt Publishing Company. Reprinted with permission.

Your present address
City, State, Zip Code
Date of Writing

Ms. Joan Bailey
Title
Company
Street Address
City, State, Zip Code

Dear Ms. Bailey:

1st paragraph. Tell why you are writing: name the position, or field, or general vocational area about which you are asking. Tell how you heard of the opening or organization.

2nd paragraph. Mention one or two qualifications you think would be of greatest interest to the employer, slanting your remarks to his/her point of view. Tell why you are particularly interested in the company, location, or type of work. If you have had related experience or specialized training, be sure to point it out.

3rd paragraph. Refer the reader to the enclosed application form, resume, or the fact that the XYZ Placement Office has, or will send, full credentials to provide additional information concerning your background and interests.

4th paragraph. Indicate where and when you can be reached by telephone to set up an interview, and, if possible, list several dates which are convenient for you.

Sincerely,

(Your handwritten signature)

Type your name

Encl.

KNOCKOUT FACTORS
(Reasons why candidates are rejected)

1. Lack of proper career planning, purposes and goals ill-defined

2. Lack of knowledge concerning job, not well qualified

3. Inability to express self clearly

4. Insufficient evidence of achievement or capacity to excite action in others

5. Not prepared for the interview

6. No real interest, merely shopping around

7. Little interest and enthusiasm, indifferent

8. Overbearing, over-aggressive, conceited

9. Interested only in the money

10. Asks no or poor questions about the job

11. Makes excuses, evasive, hedges on unfavorable factors in record

12. No confidence and poise, fails to look interviewer in the eye

13. Poor personal appearance

Note: From Career Planning and Placement for the College Graduate of the '70's by C. R. Powell, 1976, #4-6, p. 79. Copyright 1976 by Kendall/Hunt Publishing Company. Reprinted with permission.

PREDICTORS OF SUCCESS

Ambition and motivation

Grades

Related work experience

Creativity and intelligence

Teamwork capabilities

Initiative and responsibilities

Good personality (outgoing)

Job "fit"

Specific courses

Adaptability

Leadership ability

Ability to communicate

Work habits

Note: From Career Planning and Placement for the College Graduate of the '70's by C. R. Powell, 1976, #4-2, p. 66. Copyright 1976 by Kendall/Hunt Publishing Company. Reprinted with permission.

LEGAL AREAS OF INQUIRY IN INTERVIEWING AND EMPLOYMENT APPLICATIONS

Area of Inquiry	Legal	Illegal	Legislation
1. Name	a. For access purposes, inquiry into whether the applicant's work records are under another name.	a. To ask if a woman is a Miss, Mrs. or Ms. b. To request applicant to give maiden name, or any other previous name he or she has used.	Title VII as amended by Equal Employment Opportunity Title IX (Higher Education Act)
2. Address/ Housing	a. To request place and length of current and previous addresses. b. To ask for applicant's phone number or how he or she can be reached if a number is not available.	a. To ask applicants if they own their own home, rent or live in an apartment or house.	Title VII
3. Age	a. Require proof of age by birth certificate <u>after hiring</u>.	a. To ask age or age group of applicant. b. To request birth certificate or baptismal record before hiring.	Age Discrimination Act of 1967
4. Birthplace/ National Origin		a. To ask birthplace of applicant or that of his or her parents, grandparents or spouse. b. Any other inquiry into national origin.	Title VII
5. Race/Color	a. To indicate that the institution is an equal opportunity employer. b. To ask race for affirmative action plan statistics, <u>after hiring</u>.	a. Any inquiry that would indicate race or color.	Title VII
6. Sex	a. Indicate that the institution is an equal opportunity employer.	a. To ask applicant any inquiry which would indicate sex, unless job related. (Only such jobs in education would be a full-time locker room or restroom attendant.)	Title VII and Title IX

7. Religion/ Creed		a. To ask an applicant's religion or religious customs and holidays. b. To request recommendations from church officials.	Title VII
8. Citizenship	a. Whether a U.S. citizen. b. If not, whether intends to become one. c. If U.S. residence is legal. d. If spouse is a citizen. e. Require proof of citizenship, <u>after hiring</u>.	a. If native-born or naturalized. b. Proof of citizenship before hiring. c. Whether parents or spouse are (is) native-born or naturalized. d. Date of citizenship.	Title VII
9. Marital/ Parental Status	a. Status (only married or single) <u>after hiring</u> for insurance purposes. b. Number and ages of dependents and/or spouse <u>after hiring</u> for insurance purposes.	a. To ask marital status <u>before hiring</u>. b. To ask the number and age of children, who cares for them and if applicant plans to have more children.	Title VII and Title IX
10. Relatives	a. To ask name, relationship and address of person to be notified in case of emergency, <u>after hiring</u>.	a. Names of relatives working for the institution or in a district (nepotism policies which impact disparately on one sex are illegal under Title IX).	Title IX
11. Military Service	a. Inquiry into service in the U.S. armed forces. b. Rank attained. c. Branch of service. d. Any job-related experience. e. Require military discharge certificate <u>after hiring</u>.	a. To ask type of discharge. b. To request military service records. c. To ask about military service in armed service of any country but U.S.	
12. Education	a. To ask what academic, professional or vocational schools attended. b. To ask about language skills, such as reading and writing foreign languages.	a. Specifically ask the nationality, racial or religious affiliation of schools attended. b. To ask how foreign language ability was acquired.	Title VII
13. Criminal Record	a. To request listing of convictions and other misdemeanors.	a. To inquire about arrests.	Title VII

14. References	a. To request general and work references not relating to race, color, religion, sex, national origin or ancestry.	a. To request references specifically from clergy or any other persons who might reflect race, color, religion, sex, national origin or ancestry.	Title VII
15. Organizations	a. To ask organizational membership--professional, social, etc. --so long as affiliation is not used to discriminate on the basis of race, sex, national origin or ancestry. b. Offices held, if any.	a. To request listing of all clubs applicant belongs or has belonged to.	Title VII
16. Photographs	a. May be required after hiring for identification purposes.	a. Request photographs before hiring. b. To take pictures of applicants during interviews.	Title VII
17. Work Schedule	a. To ask willingness to work required work schedule. b. To ask if applicant has military reservist obligations.	a. To ask willingness to work any particular religious holiday.	Title VII
18. Physical Data	a. To require applicant to prove ability to do manual labor, lifting and other physical requirements of the job, if any. b. Require a physical examination.	a. To ask height and weight, impairment or other nonspecified job-related physical data.	Title VII
19. Handicap	a. To inquire for the purpose of determining applicant's capability to perform the job. (Burden of proof for non-discrimination lies with the employer.)	a. To exclude handicapped applicants as a class on the basis of their type of handicap. (Each case must be determined on an individual basis by law.)	Handicap Discrimination Guidelines of the Revised Code, Chapter 4112.
20. Other qualifications	a. To inquire about any area that has a direct reflection on the job applied for.	a. Any nonjob-related inquiry that may present information permitting unlawful discrimination.	

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QUESTIONS AND ANSWERS FOR EXPERIENCE CUE

Baldwin-Wallace College

Questions often asked by adult women considering returning to college or anticipating a fulfilling career have been listed as follows:

Have YOU been wondering . . . . . ???????

1. WHAT MAY I DO TO BRUSH UP ON SOME SKILLS?

   The Learning Center, located in the Observatory, is available to students and prospective students to assist them in developing and renewing reading, writing, math and study skills.

2. IF I'VE HAD PREVIOUS COURSE WORK IN HIGHER EDUCATION MANY YEARS AGO, WILL MY CREDITS BE TRANSFERABLE?

   All credits are acceptable if they were earned at an accredited college or university. An adviser can help in explaining where these courses and credits fit into the curriculum you're considering.

3. WHERE CAN I GO FOR CAREER GUIDANCE?

   In addition to Experience CUE, the Counseling and Advising Center is available as a resource for students and prospective students.

4. WHO ARE THE ACADEMIC ADVISERS?

   The Counseling and Advising Center offers academic advising to undecided students. Faculty members serve as advisers in each of the departments for students in their disciplines.

5. WHAT QUALIFYING EXAMS DO I HAVE TO TAKE IN ORDER TO BE ADMITTED AS AN UNDERGRADUATE STUDENT?

   Good News! None! Admission is a personalized process and done by individual appointment with an admissions counselor in the day or evening division.

6. AM I TOO OLD TO COPE WITH THE WORK?

   Nonsense! The women students 30-plus years old enrolled in classes at Baldwin-Wallace also once had this fear. You have maturity on your side, which includes a lot more self-discipline when it comes to studying. Most women don't realize that the organizational skills required from managing a family are the same type of skills necessary to become a good student.

7. HOW HEAVY A COURSE LOAD SHOULD I TAKE?

That's up to you. You may want to start with one course, just to see how it goes. Look through the catalog. Why not start with a subject that really interests you?

8. HOW DO I GO ABOUT APPLYING FOR GRADUATE SCHOOL?

For the Masters in business administration program, contact Dr. Dieter Wassen in the Kamm Building at 826-2193; and for the Masters in education contact Dr. Patrick Cosiano in Carnegie Hall at 826-2166.

9. HOW WILL THIS AFFECT MY FAMILY?

The counselors who have worked with adult women over the past years expressed their feelings on this question and one remarked, "It is exciting to see the changes in a woman's life when she begins to feel the self-respect and respect from others due to her ability to learn and to communicate ideas. This new respect often comes from the members of her immediate family who had only a limited view of her as a person."

10. I CAN'T ATTEND CLASSES UNTIL AFTER 5:00 PM. ARE THERE MANY COURSES OFFERED IN THE EVENING?

Investigate the evening division (office of continuing education) at 826-2121. Many persons complete their degree by going in the evening.

11. I CAN'T COME TO SCHOOL EVERY DAY. CAN I STILL GET MY CLASS HOURS?

You may schedule classes in a combination of days or evenings convenient to you. It is also possible to enroll in both day and evening courses during the same quarter.

12. WHEN DO CLASSES BEGIN?

The best reference for this type of information is the Course Schedule, which includes the University Calendar. In addition the Baldwin-Wallace College Bulletin includes descriptions of the total curricula, services, and personnel of the University.

Session VIII

At this point in the seminar, the participants have gathered a large amount of data about themselves and about numerous occupations. They have become aware of their occupational aptitudes, interests, needs, values, and motivators, and have obtained information about potential careers. The challenge of this session is for them to make a decision and to set goals, both short term and long range.

The materials utilized are:

1. "Assessment of Potential of Achieving Goal"
2. "Aids to Successful Goal Setting"
3. "Goal-Setting Sheet--Guidelines and Supports for the Goal Setting Process"
4. Mailing envelope
5. 3" x 5" lined index card
6. Time line sheet
7. Reaction-Feedback sheet

After a brief introduction and discussion on the decision making process, participants consolidate the information gathered at each previous session by completing the "Assessment of Potential of Achieving Goal" form. They should list three alternatives, using the top three choices from their "Prospect List."

They also consider these choices when answering the questions on the "Aids to Successful Goal Setting" sheet. As they make decisions, participants are also asked to break their objectives down in terms of time.

Each member draws a time line, starting with his/her age at the present, and extending through the number of years he/she intends to spend in a career (usually up to age 65). On the line participants plot time planned for education or refresher training, and mark the points indicating when they expect to begin. When they have plotted the time lines, they consider how to begin, where to start, and first steps to take using the "Goal Setting Sheet" for this purpose.

After they have set their goals, their resumes are critiqued and they fill in the career objective section. The leader then distributes evaluation sheets so that participants may record their reactions to the workshop.

To provide final closure and follow up, the leader gives each participant a blank envelope to self-address and a 3" x 5" card. On the card group members write what they intend to be doing in 6 months and place the card in the self-addressed envelope. After 6 months they are contacted to learn whether they are working on achieving their goals, or if they have set new ones.

The services of the Placement Center and the Counseling and Advising Center are made available to alumnae of Experience CUE as they make requests for additional services.

ASSESSMENT OF POTENTIAL OF ACHIEVING GOAL

Achievement of goal	External opportunity	Motivation	Aptitudes	Interests	Needs	Values	Education	Can I do it?		
Statement of goal	Supply vs. demands, support groups	Primary motivators	Major strengths, GATB and self-assessment	Self-directed search, S.C. II, Kuder	EEPS	Highest priorities	What more do I need? What do I have?	Do I want to?		
								YES	?	NO

AIDS TO SUCCESSFUL GOAL SETTING

The following questions should be asked as a goal is set:

1. Is the goal achievable?
   a. Can I accomplish it in the time span I have set?
   b. Does the achievement of the goal depend only on me, and not on conditions outside of me?

2. Do I believe I can achieve this goal?
   a. Are my skills and abilities equal to this goal?

3. Will I know when I have done it?
   a. Have I set my goal in specific terms?

4. Do I want to do it?
   a. Is the goal one that interests me?

5. Is the goal presented without an alternative?
   a. Have I made a decision?
   b. Am I focused in on what I will be doing?

6. Is the goal motivating to me?
   a. Are my primary motivators involved?

7. Is the goal of value to me?
   a. Is the goal compatible with my values?

GOAL SETTING SHEET --
GUIDELINES AND SUPPORTS FOR THE GOAL SETTING PROCESS

A. Write goals

B. Consider plus and minus aspects, weigh them and evaluate

C. Set time deadlines

long range
by one year
by six months
by three months
by next month
by next week

D. Develop skills required

E. Be realistic

F. Visualize

G. Develop support systems

.....

GOALS I WANT TO ACCOMPLISH:

1. Things I want to do starting right now
   a.
   b.

2. Long term goals
   a.
   b.

HOW DO I GET STARTED?

In reaching my immediate goals, is there anything I can do before tomorrow? What, specifically?

What can I realistically have accomplished by one week from today?

What, specifically, can I do within one month to implement or reach my goals?

TIME LINE

Directions:

Draw a line across a sheet of paper and mark your birth at one end and your death at the other. On this line place a check mark to show where you are right now--not necessarily from a chronological sense but rather to show how much you have lived and how much you have left to live. We are concerned about the area to the right of the check mark--the living you have left. Plan your future in terms of <u>when</u> you would like to accomplish your objectives. Share your life line with your group.

EXPERIENCE CUE

REACTION-FEEDBACK

Directions: Do NOT sign your name

1. How did it feel to be a participant in the group?

2. What did you learn? What was new for you in the past 8 weeks?

3. What did you like about your experience? What was most useful?

4. What didn't you like about your experience?

5. What did you want from the seminar that you didn't get?

6. Do you have any suggestions for modification or revision of the seminar? (or new ideas for future groups?)

7. Do you know any other adult women who might be interested in participating in a workshop similar to this one?

	Name	Address	Telephone
1.			
2.			
3.			

Follow-up Materials

The following materials are used for follow up and sent to each participant six months after completion of the seminar:

1. Cover letter
2. Goal setting follow-up sheet
3. Questionnaire
4. The 3" x 5" card completed at the last session that describes the 6-month plan

Baldwin-Wallace College

BEREA, OHIO 44017

When you open this--you're probably going to exclaim--"how time flies!" Well, it's been six months since the completion of the Experience CUE seminar and the time you set your goals. What are you doing now? What are your plans? I have enclosed a questionnaire for you to complete relating to your goals and the plans you have made. If the goals you set didn't materialize, what are you doing instead? Maybe a look at priorities will help you set a new goal.

Please let me know what you are doing, and good luck for future realization of your objectives.

Sincerely,

Mary Klock

MK/jb

Name _____

GOAL SETTING FOLLOW-UP

1. The 6th month goal I set was:

2. Is it nearly fulfilled? Yes _____ No _____

   If not, what happened?

3. Have you set any new goals? Yes _____ No _____

   If yes, what are they?

4. Are you working now? Yes _____ No _____

5. Were you working at the time of the Experience CUE seminar?

   Yes _____ No _____

   If yes, is it the same job? Yes _____ No _____

6. Are you actively looking for employment? Yes _____ No _____

7. Are you presently attending school? Yes _____ No _____

8. Are you planning to attend school? Yes _____ No _____

   If yes, which one? _____

   When? _____

9. Education goal:

   Enrichment _____

   Employment _____

   Degree _____

Name _____

QUESTIONNAIRE

I. I am currently:

taking courses

_____ part-time _____ full-time

at: (name of institution; type of training)

I _____ was

_____ was not doing this prior to participating in Experience CUE.

Experience CUE contributed to this activity:

_____ significantly

_____ partially

_____ not at all

II. I am currently:

working in a volunteer capacity at:

_____

I _____ was

_____ was not doing this prior to participating in Experience CUE.

Experience CUE contributed to this activity:

_____ significantly

_____ partially

_____ not at all

III. I am currently:

working in a paid capacity

_____ part-time _____ full-time

(Please describe the nature of your work--It is not necessary to identify the employer.)

I _____ was

_____ was not doing this prior to participating in Experience CUE.

Experience CUE contributed to this activity:

_____ significantly

_____ partially

_____ not at all

IV. Some of the objectives of Experience CUE are not measurable in terms of specific activities, but have personal implications. I have increased my understanding of future options and occupational possibilities:

_____ significantly

_____ partially

_____ not at all

V. I am able to plan for my future and set realistic short-term and long range goals:

_____ significantly

_____ partially

_____ not at all

I _____ was

_____ was not doing this prior to participating in Experience CUE.

Experience CUE contributed to this activity:

_____ significantly

_____ partially

_____ not at all

VI. Additional comments:

Summary

Experience CUE grew out of the researched and documented need of adult women for assistance in the career development and planning process. As described in this monograph, session by session, the program has been highly acclaimed by the women who have participated in it. Experience CUE attempts to help women to gain an awareness of self as well as an awareness of careers and opportunities, while at the same time to provide training in assertiveness, decision making, resume writing, and interviewing. The support of the women to each other in implementing their newly formed career plans often reaches out long after the conclusion of the seminar, and, when this happens, is an additional reward.

CHAPTER III. MALE AND FEMALE CO-COUNSELORS IN THE EXPERIENCE CUE PROGRAM

by

John E. Grimm

A unique and perhaps controversial aspect of the Experience CUE program was the use of a male and a female counselor as co-facilitators. We noted that many of the emerging women's programs specifically advertised that the programs were designed by women, limited to women, and conducted by women counselors. It had to be determined whether the sex of the counselor would influence the success of the seminar. A very real decision had to be reached as to how to staff the program.

Arguments can be presented both pro and con in regard to having a male counselor in a "for women only" program. The central issue of this controversy focuses on the nature of the counseling relationship. This relationship has often been criticized as being vulnerable to unexamined sexist attitudes and beliefs (Shertzer & Stone, 1974)--attitudes and beliefs held by the male counselor as well as by the female counselee. The woman, in the early stages of her self-examination, frequently finds internal conflicts between her own emerging personal goals and the sex role stereotyping of society. The male counselor may find himself responding to the female counselee as a female rather than as an individual in her own right. The argument then follows that this relationship may lead to the female's feeling uneasy, intimidated, and inhibited in her response to the male counselor.

A further argument for the use of female counselors only is that male counselors cannot serve as role models. Without a role model, learning on both conscious and unconscious levels cannot occur, according to Carter (1977). If a male counsels with an all-female group, the women are exposed to a male role model that they perceive as powerful and thus may assume a subservient position. This reinforces old dependencies and makes it difficult for the women to learn about themselves. The extreme feminist position states that no male counselor can ever work effectively with a female counselee because the male can never know what it means to be female.

The decision to utilize both a male and a female counselor was based on two strong beliefs. First was the conviction that any counselor, male or female, must be sensitive to and aware of his/her beliefs about women and their role in society. All individuals are, to some extent, guilty of bias (Schlossberg, 1977). Granted that the areas of bias differ from individual to individual, each person has his/her own personal attitudes and feelings about women. We saw it as a very positive outcome if any biases that became apparent during the sessions could be discussed and dealt with freely and openly.

Second, it was strongly felt that attitudinal and institutional changes cannot be accomplished by women alone. Males play an influential role in the career development of women. Because males traditionally tend to have more impact on, and seem more credible to, established institutions, men should be involved in women's career development programming. Further,

if women in this type of programming seek new identities and develop a new awareness of themselves as persons in their own right, they must still accomplish this in a world populated by both men and women.

The use of the male counselor in the program did produce some of the predicted effects. For example, the women group members initially relied on the male counselor to answer questions. Even if the female counselor had already answered the question, the same question would be asked of the male counselor. It was as though the women would not believe the female and were looking to the male as the one they could trust, the one that seemed to be more credible. This initial dependence was pointed out and discussed within the group. The discussion provided a real opportunity for the women to deal openly with their behavior and their feelings. It probably would not have happened if a male counselor had not been present.

Other areas where the presence of the male counselor seemed to be especially valuable were the assertiveness training and the interviewing skills sessions. In the former, the women reacted to a film of real life situations. In each situation, the woman could react passively or assertively. The session was structured so that the male counselor could play the role of the woman's husband or a significant male. Regardless of whether the male counselor reacted as that particular male would have, women had the opportunity to clarify their feelings and develop new behaviors.

In the session dealing with interviewing skills, the male counselor

played the role of the interviewer. This was most helpful because, when seeking employment, women often find themselves being interviewed by a male.

The presence of a male counselor was also useful in other ways. The male and female counselors complemented each other, and the inclusion of the male counselor provided an opportunity for meaningful group discussions in every session which otherwise might not have occurred.

All in all, the benefits of using a male and a female counselor seemed to outweigh the disadvantages. The satisfaction and success that the females gained from the program speak well for this nontraditional approach to women's programming.

APPENDIX

Itemized below are demographic data concerning the 300 women who have participated so far in Experience CUE.

Marital Status		Age Range	
Single	3%	Ages 25-30	13%
Married	82%	Ages 31-40	38%
Widowed	6%	Ages 41-50	33%
Divorced	9%	Ages 51-60	16%

Educational Background

High School	17%
Technical training after High School	14%
Some College or University	37%
Bachelors Degree	31%
Masters Degree	1%

Employment Background

Presently employed	12%
Have never worked	27%
Have been employed, but not at present	41%
Working as a volunteer	20%

Goals at Time of Enrollment in Seminar

To finish a degree	4%
For enrichment	18%
For future job in former field	8%
For future job in new field	22%
To improve self in present job	2%
To be a volunteer	1%
To find a part-time job	9%
To plan future education	16%
Uncertain	10%

Table 3 shows results reported by participants in a survey conducted six months after the conclusion of the program.

Table 3
Experience CUE Participant Responses to
6-Month Follow-up Survey

	Percentage of all participants	
	Before CUE	6 months After CUE
Enrollment in higher education	31%	66%
Employment	12%	56%
Good understanding of self and career options	3%	81%
Ability to set short-term and long-range goals	9%	88%

Some of the comments made anonymously by women on the 6-month follow-up survey are listed below:

Experience CUE added to my self-understanding greatly. It also helped make me aware of more options.

Experience CUE contributed significantly to planning future goals.

My evaluation of possibilities is more realistic now than before.

Experience CUE had positive value in helping me see my weaknesses as well as my strengths.

I am more satisfied with my job than I was before CUE.

Experience CUE helped me decide on my present course of action, which is to obtain a B.A. Degree with a major in Psychology. Test results from CUE confirmed my interest in this field.

It was good for me to see that the job goals I had were realistic and I would be capable of pursuing them if I really wanted to. Also, the exchange of views with others was particularly good.

I am now employed part-time. The future seems very eventful--thanks for Experience CUE.

I am planning on taking some college courses toward a masters degree in social work.

Where CUE helped me most was in giving me an extra shot of confidence and encouragement at the time I needed it.

It gave me drive, got me going, provided impetus. Of course, the concrete occupational information was helpful in sifting options.

CUE was the first step in doing something constructive to change the past routine. I needed the push and am grateful for the confidence CUE gave me.

Presently I am taking a chemistry course and love it. It takes much time and effort, but I have the support of my husband and family.

Experience CUE was so great. It helped me with attitudes, determination, and in so many other ways, as a person, as well as in my work. This was absolutely the best class of any type I have ever taken. The class is still in my thoughts quite often. I am using what I learned to guide and direct me in making plans for the future.

I feel that I gained real insight. The most succinct way I can put it is that my own set of values, capabilities and personality traits are O.K. And it's O.K. too that I'm not a lot of things that other people are. I re-enrolled in college after a long absence. I don't care that I'm middle aged, that working for good grades is kid stuff--I'm really enjoying the whole bit.

I found Experience CUE invaluable, I know now a lot more of my potential and of the training possibilities for me.

The course steadied me and helped evaluate my abilities at the same time, teaching me to accept my limitations. I am happier with myself and in my relationships with others. That is worth a great deal to me.

I found that CUE pulled together all sorts of information about myself and my goals into one complete package. It also gave me a sufficient push to get started.

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